

THE CORRELATION BETWEEN READING SPEED AND READING COMPREHENSION OF ADVANCED CLASS STUDENTS OF NURUL JADID ISLAMIC BOARDING SCHOOL

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ABSTRACT

This study explains the relationship between reading speed and reading comprehension among advanced students at the Nurul Jadid Islamic boarding school. The approach used in this study is a mixed method, with quantitative and qualitative data collection. The research subjects consisted of 31 advanced students at Nurul Jadid Islamic Boarding School. Furthermore, the data were analyzed using the SPSS application. The results of the analysis showed a significant correlation between students' reading speed and their reading comprehension. However, the Pearson correlation value of 0.033 indicates that the relationship between the two variables is low. From these results, it can be concluded that the use of the speed reading method has some impact, both positive and negative, on students' reading comprehension. The researcher suggested that teachers understand that each student has a different level of reading comprehension, but they can still be trained to increase reading speed without reducing awareness. It is also suggested that teachers design an engaging curriculum based on students' reading ability and use a variety of effective teaching techniques to improve their reading skills and comprehension.

Keywords: Reading speed, reading comprehension

INTRODUCTION

Reading is understanding the meaning by transferring it from the mind to the mind. It becomes information from the writer to the readers. Besides, the readers can take any interpretation of the words they read based on what they thought. The readers can explore how they get an understanding of the text by doing the reading (Nuttal, 1996). According to Alderson (2000), readers can also think about what they read, how the current information relates to the prior understanding, and what they hope in the next text. Besides, the student can assess how useful, boring, and even entertaining the text is. Therefore, reading is needed to be practiced to increase the students' insight.

Reading speed can be implemented in teaching and learning English. According to Maksum (2023), the students have already had an interest in reading English books such as novels, English material, etc. Besides, they already have enough vocabulary to do reading

speed. The reading speed is implemented in advanced classes to increase their vocabularies, exercise their pronunciation, and reduce their mother tongue when they are reading English text. Some previous studies have been carried out on the topic of reading speeds.

According to Busan (2003), reading speeds could be regularly improved, and they could catch the information through reading. Most people read at a speed that falls between 200 and 400 words per minute, which is the normal range. The increased reading proficiency seen in the tachistoscropy classes was more likely the result of the students' intense motivation over several weeks, which allowed them to exceed the maximum limit of their normal range, than it was of the instruction. The basic concept of observation provides another explanation for why this strategy failed. Thus, students need some training to be able to do the reading speed well and continue to motivate the students. Reading speeds are indirectly close to one of the reading performances.

Reading performance refers to the types of texts in the reading test that can be read by the students while they are reading. Those are: (1) perceptive focus on the letters, words, punctuation, and other graphemic symbols. (2) selectively orders the students to ascertain one's reading recognition of lexical, grammatical, or discourse features. (3) interactive refers to identifying the appropriate feature. (4) extensive type is used for texts that are more than one page. These texts are examples: essays, professional articles, essays, novels, etc. (Brown, 2003).

According to Grabe (2009), when performed by proficient readers, reading comprehension abilities require complicated processes. It's true that reading for other goals, including learning and evaluation, is built on general comprehension processes. Because of the vast amount of time spent on automatic word identification, syntactic parsing, meaning construction, and text-building comprehension processes, reading comprehension evolves to the point where it seems effortless for readers. It is possible when we reading a great book, a news component, a magazine, or an engaging newspaper when we're relaxed. Therefore, reading comprehension is an activity to catch the information and understand the text well in a certain time through reading.

Therefore, reading is needed to be practiced to increase the students' insight. The previous studies did not examine the correlation between reading speed toward reading comprehension skills, and they did not research the Islamic boarding school. However, there are a lot of Islamic boarding schools that have won at some international competition level. It is necessary to do research to know how they could improve their English in the teaching and learning process. Therefore, the researcher is interested in doing a study entitled "The Correlation Between Reading Speed and Reading Comprehension Skill at Advance Class Students of Nurul Jadid Islamic Boarding School."

METHOD

This research uses a mixed-method design. Creswell (2009) explains that mixed methods are defined as a research procedure for collecting, analyzing, and mixing quantitative and qualitative

at the stage of the research process in one study to understand a problem. The data taken in this study were obtained in quantitative and qualitative. Quantitative data was obtained from the results of the reading speed test and reading comprehension scores. The second study question, which asked how reading speed aids students' reading comprehension skills, was taken up using qualitative data collected from the interview instrument findings.

The research subjects consisted of 31 advanced students at Nurul Jadid Islamic Boarding School. The data from this survey was collected using two instruments those are test reading speed and a score of final test reading. The first step the researcher took was to request a research permission letter from the school at the agreed time. Next, the researcher explained briefly about reading speed. After that, students are tested in a reading speed test with a time limit of 5 minutes. The data was then analyzed using SPSS 16 (Ishartono et al., 2022). After getting the reading comprehension and speed scores, the researcher will examine the relationship between the two variables.

The researcher started collecting data by take the scores of the students is to take them from a reading speed test with a time limit of 5 minutes that was permitted by the teacher. After the students took the reading speed test, the researcher selected four students from the 31 research subjects, who were marked student 1, student 2, student 3, and student 4. The four students interviewed came from students who had high and low scores. The third way to take the students' scores is to take them from the final score reading that was permitted by the teacher. In addition this method is used to find out if reading speed assessments and reading comprehension using a degree of comparison shows significant differences in students' understanding of the use of a degree of comparison.

FINDINGS AND DISCUSSION

Based on the survey results, which focused on students' reading comprehension and reading speed, most advanced students at Nurul Jadid Islamic Boarding School were in the top 1 in 100 levels out of 31 students evaluated. This can be seen from table 1 below:

Table 1. Result of Students' Reading Speed at Nurul Jadid Islamic Boarding School

NO	Reader	Speed wpm	Frequency
1.	Poor	10-100	-
2.	Average	200-240	-
3.	Functionally literate	400	13
4.	Top 1 in 100	800-1000	18

From these results, it can be seen that there are no students who are at the poor level with a theoretical word count of 10-100 and the average level with the word count category of 200-240 words. Meanwhile, there were 13 students at the Functional Literacy level, where the students managed to read 400 words quickly. Then, for the Top 1 in 100 level, there are 18 students who are able to read fast with a total of 800-1000 words in just 5 minutes. So, from the results of the student frequency, it can be seen the number of student percentages below,

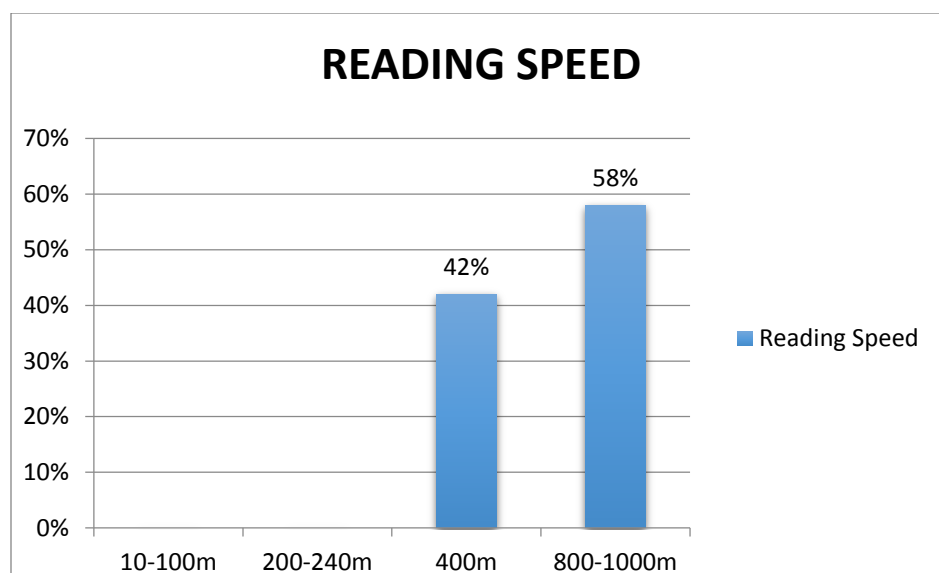


Figure 1. Percentages of Reading Speed

After getting the results of the presentation of the advanced class of Nurul Jadid Islamic Boarding School students, researchers found the results of reading comprehension scores taken through the reading speed text. The following is the list of scores obtained by students.

Table 2. Score of Reading Comprehension

Students	Reading Comprehension	Students	Reading Comprehension
1	88	17	75
2	90	18	76
3	85	19	75
4	80	20	75
5	90	21	78
6	88	22	75
7	85	23	83
8	78	24	89
9	80	25	90
10	83	26	80
11	78	27	89
12	80	28	85
13	78	29	90
14	75	30	89
15	76	31	80
16	73		

Based on the data results in the above table, students' most excellent reading comprehension score was 90, while the lowest score obtained by students was 73. After that, the researchers correlated the students' reading speed and reading comprehension scores.

Correlations			
		readingspeed	readingcompr ehension
readingspeed	Pearson Correlation	1	.357*
	Sig. (2-tailed)		.049
	N	31	31
readingcomprehension	Pearson Correlation	.357*	1
	Sig. (2-tailed)	.049	
	N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 2. Correlation between Students' Reading Speed and Reading Comprehension

After analyzing the results of these two research variables, the researchers continued to correlate students' reading speed with their reading comprehension. Researchers found a p-value of 0.04. It showed that the value $p < 0.05$ means that reading speed is significantly correlated with the reading comprehension of Nurul Jadid Islamic Boarding School students. From the picture above shows that H_a accepted and H_0 rejected. However, researchers also found the level of correlation of variables through the Pearson correlation value. At the point where the Pearson correlation value shows a value of 0.033, the correlation between these two variables is at a low level. So, it can be concluded that the reading speed method has a significant correlation with reading comprehension but is still at a low level of correlation.

After knowing the significant correlation results, the researchers found implementation results or a way of how this reading speed method helps in students' reading comprehension. The researchers got four answers from students, some of which were taken from 2 students who got the highest reading comprehension scores and two students who got the lowest scores from the four students' answers came from interviews, and there were their opinions on implementing reading speed, the benefits of using reading speed and before after practicing speed reading.

The results of interviews with students 1 and 2 also agreed that reading speed is quite helpful for students because reading speed has great potential for students in their reading comprehension. This was due to new developments in students, such as getting new vocabulary and higher understanding. Not only that, but student also said that there had been developments when using the reading speed method, which made it easier for students to digest and express their opinions about the text they had read. This was added by student two, who always uses this reading speed method as practice in developing reading skills.

From the results of the interview answers to students who scored low, it was stated that the use of reading speed in students was still insufficient, and this was said by student three that they

did not understand when using the reading speed method, so more practice was needed to be applied to improve this reading speed method. And the student also said that this method still made students feel confused about gaining an understanding of the reading text. This was added by student 4, where this method did not help students gain an understanding of the reading speed of a text. Even students find it very difficult to apply this reading speed method. So it can be concluded that students who get low scores are because the reading speed method is too difficult to get a reading conclusion and is quite heavy in its application

DISCUSSION

The study's findings indicate that there is a low level of correlation between the two research variables (reading speed and reading comprehension) at the advanced class Nurul Jadid Islamic Boarding School, with a significant correlation at $p\text{-value} < 0.05$, as indicated by the Pearson correlation point value of 0.033. The results of the interviews with high-scoring students showed that the use of reading speed has great potential in the performance of the students' brains in reading comprehension, and students have progressed and were easier to digest and express their opinions about the texts they have read. However, on the other hand, students who got low scores said that the reading speed method also made them feel confused in understanding the text, so students also found it difficult to apply this method in their reading comprehension.

The correlation results of this study have a low level. It can be seen from the differences between the previous research results that this study has a low level of correlation, and it is because some students have a low level of reading focus, which makes students less able to appreciate what they read. So, students still find it a little difficult to apply reading speed because it can cause students' level of reading focus to decrease. The following three factors explain why there is, in principle, a correlation between reading comprehension and speed: Students can first easily search for the relevant data. Students also learn a lot of material more quickly. Third, the students consistently improved their comprehension (Noer, 2009). However, the difference between the results of this study and the previous was the Pearson correlation value of 0.033, which was at a low correlation level. This was caused by the use of reading speed, which makes students in the advanced class of Nurul Jadid Islamic Boarding School feel confused and have difficulty applying their reading skills. So, students develop slowly when drawing conclusions from their reading or text.

CONCLUSIONS AND SUGGESTIONS

Based on the result of analyzing data, it can be stated that there was a significant correlation between students' reading speed and students' reading comprehension. At this stage, the Pearson correlation value of 0.033 suggests that the correlation between these two variables is at a low level.

From the results of interviews conducted with the students, it can be concluded that the use of the reading speed method has both positive and negative effects on students' reading comprehension. The students who scored high in reading comprehension found that using the reading speed strategy helped them improve their reading skills. They mentioned that it made

their brain work faster and enabled them to capture words more efficiently. They also believed that reading speed had the potential to enhance their vocabulary and overall comprehension of the text. On the other hand, students who scored low in reading comprehension expressed difficulties and confusion when using the reading speed method. They found it challenging to draw conclusions from the text and struggled with the implementation of the method.

Therefore, it can be concluded that the effectiveness of the reading speed method in enhancing reading comprehension may vary among students. While some students benefit from it and experience improvements in their reading skills, others find it challenging and require additional support and practice to fully grasp the benefits.

The researcher hopes that the results of this study will help teachers better understand how to teach reading skills. Teachers have to note that while every student has different levels of reading and comprehension understanding, they could be trained to read more quickly without impacting awareness.

It is suggested that future researchers could consider using more instruments, involving more participants in the data collection process, gift direct reading comprehension test to students in the classroom to get the valid data and using a reliability test.

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